

Improve Your Place

Project Learning Tree Activity #96

Program of Studies

English Language Arts:

- ELA-5-W-3 (Write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes.)
- ELA-6-W-3 (Use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.)
- ELA-7-W-3 (Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.)
- ELA-8-W-3 (Write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.)

Science:

- S-5-AC-3 (Recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.)
- S-6-AC-2 (Recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.)
- S-7-AC-2 (Describe the effects of science and technology (e.g., television, computers) on society.)
- S-8-AC-3 (Recognize how science is used to understand changes in populations.)

Social Studies:

- SS-5-G-1 (Students will use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (i.e., Canada, Mexico).)
- SS-6-G-2 (Students will analyze the physical and human characteristics of places and regions.)

Health:

- HE-7-CS-3 (Students will suggest solutions to community environmental problems.)
- HE-8-CS-4 (Students will implement strategies to help reduce community environmental problems.)

Core Content

Writing:

- WR-M-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)
- WR-H-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)

Science:

- SC-E-3.3.2 (The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.)
- SC-E-3.3.3 (All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others).)
- SC-E-AC-2 (Examine how designing and conducting scientific investigations fosters an understanding of issues related to natural resources (e.g., scarcity), demonstrate how the study of science (e.g., aquariums, living systems) helps explain changes in environments, and examine the role of science and technology in communities (e.g., location of landfills, new housing developments).)
- SC-M-AC-1 (Describe how science helps drive technology and technology helps drive science. Because perfectly designed solutions do not exist, technological solutions have intended benefits and unintended consequences.)
- SC-M-AC-2 (Describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.)
- SC-H-AC-2 (Explore the impact of scientific knowledge and discoveries on personal and community health; recognize how science influences human population growth, use science to analyze the use of natural resources by an increasing human population; investigate how science can be used to solve environmental quality problems, use science to investigate natural and human-induced hazards; and analyze how science and technology are necessary but not sufficient for solving local, national, and global issues.)

Social Studies:

- SS-E-4.1.1 (Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.)
- SS-E-4.1.4 (After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth's surface.)
- SS-M-4.1.1 (Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.)

- SS-M-4.4.4 (Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper).)

Practical Living:

- PL-M-3.3.2 (Improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.)